DOCUMENT RESUME

ED 141 887 EA 009 691

AUTHOR Plath, Karl R.; Perry, Harold J.
TITLE The Annual School Plan.
INSTITUTION National Association of Secondary School Principals, Reston, Va.
PUB DATE 77
NOTE 57p.
AVAILABLE FROM National Association of Secondary School Principals, 1904 Association Drive, Reston, Virginia 22091 ($3.00)

EDRS PRICE MF-$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS *Administrator Guides; Community Involvement; Educational Administration; *Educational Objectives; *Educational Planning; Elementary Secondary Education; *Models; *Program Development
IDENTIFIERS *Highland Park Township High School District 113 IL

ABSTRACT

This monograph presents specific guidelines for use by school administrators in developing educational consensus in a school and with a community. The authors describe their success in identifying priorities and achieving objectives by using an "annual school plan," which focuses on specific, short-range objectives that can be realized with available resources. Part 1 provides guidelines for the development and use of an annual school plan, and part 2 presents a copy of the 1976-77 annual plan developed by School District 113 in Highland Park-Deerfield, Illinois. (Author/JG)

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The Annual School Plan

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EA 009 691

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ISBN 0-88210-083-1
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National Association of Secondary School Principals
1904 Association Drive
Reston, Va. 22091

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Foreword

Many school administrators find it increasingly difficult to get agreement on objectives and priorities for their schools. At one time these matters were simply "understood" by the community. Today, however, a proliferation of viewpoints in society masks the purposes that a society may intend for its schools.

This is a situation that calls for educational leadership in the true sense. Today's principal does not enjoy the luxury of merely "keeping school." Rather, he must first hammer out with citizen involvement the community's purposes for the schools. Then he can proceed to educate with common understanding and support.

The Highland Park-Deerfield High School District has for three years used the Annual School Plan as a vehicle for focusing school effort. We commend for your consideration the value of their experience. Many features of it may be adaptable to your own community as you seek to improve your educational programs while at the same time consolidating community support.

Owen B. Kiernan
Executive Director
NASSP

Preface

Consensus is in short supply in American society. Individually, nearly everyone knows or thinks he knows the direction America ought to be going. Alvin Toffler comments, "In everything I've written since *Future Shock*, I've pointed out that America and all industrial societies are not becoming more uniform, regimented and so on, but rather more socially, culturally and politically diverse... homogeneity no longer exists and hasn't for a long time. Consensus is cracking."[1]

Some observers argue that the rising sense of aimlessness found in American society does not reflect a lack of goals but a proliferation of conflicting goals. While this trend may be called pluralism by some, others define it as a breakdown of consensus. One answer to this situation of what political scientists call "anticipatory democracy," the meeting of divergent groups to define common interests or acceptable tradeoffs as a method of planning for the future. It is seriously proposed as a way of getting agreement on social priorities.

Public education is trapped by a similar lack of consensus. Americans no longer can assume that agreement exists on the objectives of schooling nor on the means to reach those objectives. This loss of consensus within a single generation is a profoundly important social and psychological event. Among its effects are an increasing polarization of positions, impatience with events, and distrust of educational institutions—all of which place a strain on schools. It also disturbs their community relationships. Under these circumstances, the schools suffer from an overload of expectations and a lack of clear mission. They find it difficult, at best, to sort out priorities among conflicting points of view.

NASSP's position paper on secondary education, *This We Believe*, defined this crisis of consensus as "The Purpose Problem," noting that a broad spectrum of divergent demands can exhaust the school, sop up resources, and hamstring continuity of services. To meet the cannonade of expectations exploding in their midst, secondary schools must, as recommended in *This We Believe*, organize local site councils of administrators, teachers,

1 James D. Harkness, "The Toffler Future," *Human Behavior*, August 1976, p. 20.

students, and parents to develop a community blend of priorities and objectives and provide a common ground for school action.

Michael Kirst, vice president of the California State Board of Education and professor at Stanford University, sees the situation in similar perspective. Pointing out that key policy decisions must be made at the local level, he calls for increased decision making by principals, parents, and teachers at the school site since this approach "promises the most flexible, adaptable school system for probable future consideration."[2]

Organizing a school's many publics to develop a charter for action is no small task. Still, a pursuit of common ground must be mounted. Consensus and direction can be achieved with leadership from the school. As noted in *This We Believe*: "The building adminstrator carries a direct responsibility for acting in concert with the immediate community, faculty, and students to develop a set of objectives and priorities appropriate to the local school setting. The completion of this task is basic to the successful operation of a secondary school in today's world."

Community participation should be refocused so that the larger issues of purpose and priority replace attention currently devoted to individual problems and to immediate crises. The lack of a coherent larger direction is a central cause of these problems and crises. With no strong consensual framework, anxieties arise among parents and students, causing unnecessary friction and inefficient use of school personnel.

Determining with a community the major directions to pursue may be an unfamiliar role for educational leaders, but this determination provides a commission for action. Without this commission the leadership of the school administrator can dissipate and become ineffective.

This monograph provides some specific guidelines for use by school administrators in developing educational consensus in a school and with a communtity. The authors describe their success at identifying priorities and reaching objectives by using "The Annual School Plan." The *plan* is not a large, generalized systems approach. Rather, it concerns specific and short-range objectives achieved with available resources. It is a *planning process* that provides direction for schools. It sets targets, suggests activities for getting there, and evaluates results.

2. *Education U.S.A.*, February 21, 1977, p. 188.

Part I
Development and Use of the Plan

Introduction

Plans to improve a school must be created and carried out within a given set of conditions. Since educational administration always operates under changing conditions, it is important to recognize current major trends as they affect the busy life of the principal.

Schools have moved from a period of dynamic growth to a pereiod of decline. They now face falling enrollments, mounting fiscal pressures, public frustration with institutions, and general disappointment at their failure to live up to high (and unrealistic) expectations about the contribution of formal education to individual advancement and to the public welfare.

The pull and tug relationship of schools and society has grown more intense as the country struggles to achieve consensus on purposes for the schools. Desegregation, busing, state vs. local control, lay leadership vs. unions, responsibility for financing education, and other issues are debated, studied, legislated, and litigated. Unless specific plans are made, the sheer number of issues alone can prevent progress toward improvement.

Sociologists and economists, along with many school administrators, observe that the excitement and self-confidence of dynamic growth are associated with the availability of new funds to implement program ideas, with opportunity to hire new staff without retiring experienced people, with added resources to respond to new legitimate pressure without removing resources from existing programs, and with the chance to build new and innovative physical plants without retiring old but valued schools.

School improvement today faces a different world. The resources that made new programs relatively non-controversial are no more. The fight for remaining resources is intense and often bitter. Confidence wanes as little seems to work out well. Then, as people begin to expect less of the schools, they also become less willing to vote funds for them. Members of the staff age, their salaries increase, and the faculty cannot be transfused with new recruits.

Administrators have less flexibility in moving staff around as the labor market freezes, have less money available to placate aggrieved parties, and find that the old techniques of conflict resolution don't work any more.

In a period like this, secondary education needs urgently to give great attention to developing carefully planned educational programs. These programs should be designed specifically to eliminate gaps between objectives and outcomes, but more particularly to gain agreement and support for these objectives and outcomes.

The authors remind the reader that they are not describing a large, generalized systems approach to the conduct of a school system, but *rather a particularized one-year, task-oriented plan for improvements.* While a considerable amount of thinking precedes the actual development of a one-year plan, *the focus is upon the annual near-point action program.*

A second important qualifier lies embedded in the title, a "Plan for Improvement," with *improvement* the governing word. The Highland Park-Deerfield model of an annual plan does not describe many of the system's positive features which are considered to be on target and not requiring major change. The plan is restricted to the objectives the authors judge not to be on target; those which require particular immediate attention.

A third matter of clarification involves the nature of the school system with which the authors are associated so that the reader can make the translation to his own school system more easily. Although the authors' district historically has been considered an affluent suburban area, equalization efforts and adverse court decisions have tended to bring Highland Park-Deerfield closer to a fiscally "normal" school system. This economic regression is mentioned only to indicate that a plan for imporvement need not be tied to the relative wealth of the district. In fact, the achievement of the objectives in the annual plan is not really a dollar and cents issue. It is more a matter of changing attitudes, readjusting priorities, and exploring alternative means of getting at desired outcomes.

Why a Plan?

Much discussion could center on the virtues of planning. During the past decade the term "accountability" has assaulted school administrators from all directions, with almost as many meanings

as there have been users of it. The writers don't propose to repeat the arguments, only to underline two implications of the term "accountability" to which they subscribe.

First, we wish to be accountable to ourselves. We would like some assurance that the pursuit we have chosen for our lives has meaning, and in some tangible way justifies our commitment to education. All laborers in the educational vineyard, classroom teacher to board of education member, when taking the time from their day-to-day activities to ponder matters, question the school's impact upon the students entrusted to them. A plan with specific, attainable objectives, at least, provides some concrete answers to this large question.

Secondly, as administrators we feel an obligation to share with all constituents—students, staff, parents, and citizens—the important matter of setting goals, generating specific objectives, and evaluating the success of the effort. This broad-based involvement by constituent members of the educational community is not only desirable but essential to the health of the system.

Getting Started

One reality of any action program is that someone has to take the initial steps. An appropriate initiator is the principal at the building level or the superintendent at the district level. But the administrator cannot be an initiator only. Unless he has a commitment to "hang in there" throughout the total process of developing, implementing, and evaluating a plan, only marginal success will come of the effort. We are *not* suggesting a one-person operation. The leadership from the principal's or superintendent's office is vital to the process of annual planning; we have doubts about mounting such an effort with that leadership missing.

The principal may anticipate that the plan will add new responsibilities to his present tasks. We suggest, therefore, that the shepherding of a well-conceived plan for improvement is in reality the way he should be spending the major portion of his time and energy. The housekeeping chores normally crushing the principal or superintendent can and should be delegated.

There has developed in educational systems thinking a standardized step-by-step procedure for planning. If we bypass the jargon normally associated with systems planning, the following appear

to be the essential questions and related processes that a school system should ask about itself:

- Why are we here? (philosophy of the district)
- Where are we now? (assessment of present situation)
- Where do we want to go? (goals of the district and/or school)
- How are we going to get there? (alternative solutions)
- How will we know we got there? (evaluation)[1]

In the following pages we shall relate the development of an annual plan to these five questions, recognizing that a time-frame differential exists. For example, a school's philosophy, needs, and goals doubtlessly transcend the one-year period with which we are concerned. Of particular relevance to our present discussion are the questions: How are we going to get there? and How will we know we got there?

Before describing the steps involved in development and execution of a plan for improvement, let us review a few major considerations germane to a successful plan.

First, what are the pragmatic benefits of a one-year plan for improvement? The greatest benefit is that the school system can, with our model, target on a relatively few achievable, high priority goals. Nothing is more frustrating to a principal, or to any administrator, than to be confronted with a vast array of pressing objectives, each vying for disposition and each apparently possessing equal significance. The reality is that the list must be reduced to manageable proportions and that some concerns will have to be postponed. School administrators have all experienced the evaporation of terribly urgent concerns with the passage of a little time.

Matthew Miles, writing about temporary systems, states that goal limitation reduces the anxieties associated with choice in a complex organizational setting while encouraging hopefulness and the tendency to produce a "clean slate" effect. He argues for a modest list of goals when he advises of the need to invest time in planning strategy for achieving the goals within the organizational setting.[2]

1. *Needs Assessment in Education*, State of New Jersey, Department of Education Bureau of Planning, Trenton, N.J., February 1974.

2. Matthew B. Miles, ed., *Innovation in Education* (New York: Teachers College, Columbia University, 1964), pp. 439-490.

A second consideration is the cost of developing and executing a plan for improvement. The dominant cost will be staff time. One should not minimize this cost merely because it will not be represented as a line item in the school's budget. As stated earlier about the principal's involvement, the system embarking upon such a plan will have had first to decide that the project is important enough to warrant the allocation of staff time.

We believe that the trade-off is worthwhile, but we caution school administrators to pull themselves and their staffs back from other major time-consuming, people-intensive projects while the plan is being developed and executed. In a very real sense, this is not an either-or problem. We have found that other significant projects are very likely to be incorporated into the plan and—rather than being dropped or vitiated—achieve better visibility and more chance of successful accomplishment when laid alongside competing projects in a structured fashion.

Third, what are some of the necessary conditions for developing and implementing the plan we are proposing? We have found three prerequisites to be most important:

1. There must be a cooperative milieu in the system. Taxpayers, staff, and students must be able to talk and work together; a school or district torn by strife is a relatively poor environment for the plan to work. This does not mean that only those with similar interests should develop the plan. As we note later, our aim is for representation among the planners, knowing that mutually determined goals have the greatest chance of success.

2. There must be a desire in the system to improve. If complacency about the quality of the system or a defeatist notion exists that improvement is impossible, then the plan won't have a chance to fulfill its promise.

3. There must be a genuine willingness to implement the plan. As suggested earlier, major time commitments by leaders and staff members will be needed. Mere development of a plan for improvement may satisfy some public relations needs of a school, but the school's credibility can be seriously jeopardized if an action program doesn't follow the generation of the plan.

Goal Development and Needs Assessment

These two planning steps are linked because there is no clear consensus on which should come first. Let us arbitrarily define goal development as "what should be," and needs assessment as a delineation of the descrepancy between "what should be" and "what is." It can be argued that one should first assess what is needed before setting down goals that speak to those identified needs. More often, however, planners seem to feel that their goals, being universal, timeless, and tested, contain intrinsically the requisite sensitivity to the needs of those to be helped.

Logic dictates an assessment of needs as prerequisite to the formulation of objectives and subsequent steps. In this assessment it would seem prudent to recognize that the needs will probably be those of three elements of the academic community.

The primary needs obviously will be those of the students; but not to be ignored are the needs of the community and the needs of the school system—they are not mutually exclusive. A needs assessment will show that the community seeks and requires young people with communication skills, or with a social conscience. Students also need the same attributes for successful participation in community life; and the school system to carry out its mission needs to provide opportunities for the growth of these attributes.

Ways to assess needs range from street corner interviews and telephone surveys to more unobtrusive measures such as observance of student or citizen behavior. Although a number of planning models are available to educators—models which make almost routine the gathering of data that will constitute a needs assessment—the authors are most familiar with the Phi Delta Kappa planning model. Eighteen educational goals, carefully devised and field tested, comprise this model. In the local school system these goals are, through a forced choice technique, hierarchically arranged and ultimately represent a consensus of the total group considering these goals. Incidently, at Highland Park-Deerfield, the 18 goal statements were reduced to 14, edited in such a fashion as to retain the substance of the 18.

Program Objectives

This model, after a determination of goals and with some sense of the discrepency between these goals and "what is," moves the planner to an identification of needs and the generation of per-

formance objectives. The gap between goals and present performance constitutes the needs assessment.

With a sense of the goals and needs of the school system determined, planners can begin to consider some of the elements needed at this stage with the initial draft of the plan for improvement.

First is writing measurable objectives. One need not be put off by the charges that performance objectives tend to deal with trivia, and that the really important objectives are resistant to squeezing and wrenching. Objectives that are meaningful and measurable can be written, and in our view, must be written. We are not concerned here with universal truths or eternal verities; rather we are concerned with limited, achievable, realistic objectives for the coming year. Although we stress that the objectives not be pie-in-the-sky kinds of ideals, we do believe that there should be at least a slight stretch toward the ideal.

Also important at this stage is establishing a definite timetable to monitor at specific checkpoints the development of objectives.

Another element is the identification of the person or persons who will be responsible for getting the objectives accomplished. Sharp definition of responsibility at this point will help the system to avoid later problems. It is all too true that what is everybody's business is nobody's business.

The final element that we include are suggestions for alternate means of attaining the objectives. For example, if an objective of the school is to promote interdisciplinary programs, perhaps someone can suggest a half dozen activities that show promise of promoting the objectives. Inter-class visitations by teachers might be suggested; physical facilities might be rearranged; departmental budgets might be merged; supervision assignments might be coordinated. By including specific suggested activities with each performance objective, those responsible for achieving the objective can immediately begin an action program. It should be understood that not all the suggested activities are required; in fact, the responsible party may have better suggestions to gain the objective.

Preparing the First Plan

Because the authors' school district has a 13-year history of funding summer workshops for curriculum development projects,

we chose the summer workshop model for the drafting of our plan. Two arguments for having such a workshop are apparent:

1. The importance of the task dictates that it not be relegated to an after-school or evening activity.
2. In a summer setting we have found that classroom teachers are able to shed their parochial subject-area orientation and can deal with constructing a broad-based plan.

How long should a plan workshop run? When we consider the magnitude of the task to be accomplished and that persons of diverse backgrounds and interests require a "shake-down" period before they can confront the main tasks, it is tempting to project a four to six-week activity. There is something to be said, however, for compressing the time frame to a point where the participants realize that excessive ruminating and small-talk can go on endlessly unless some closure is forced.

The authors have squeezed their workshop to two weeks, with a four-hour workday. Longer workdays, considering the kind of mental activity involved in this type of workshop, have only resulted in proving the law of diminishing returns.

Who participates in the workshop? The basis for selection of workshop participants should be representation. From a faculty of 350 teachers we select six; from a student body of over 5,000 we select four. With such a micro-group one can certainly question whether representation is being achieved. Our contention is that the same question could be asked if our workshop group had 60 teachers and 100 students. We have endeavored over the years to ensure that each department in each attendance center is represented at some time.

There arise the corollary questions about what kinds of teachers function best in such a planning project and what kinds have most to contribute. Aside from our first year when we selected two teacher-organization leaders to participate, we have leaned neither to the stars nor the isolates, neither to those pleased with the system nor the dissidents. Even the most quiet, anonymous teacher from the farthest corner of the school has made real contributions to the effort, and, if such be admitted, we have co-opted some dissidents in our time.

Because we ask our student government organizations to provide us with our student workshop members, we tend to get the top students. They have much to contribute because they have

generally been involved in school politics, have experienced working with adults in committee activities, and tend to care about the improvement of the school. On rare occasions we have gotten a less than top student in the group, but even then we have profited tremendously from that person's view of the school.

Perhaps the most important safeguards against a narrowly drawn plan conceived by a small cluster of people include the following:

- Near to the close of the current school year and prior to determining the guidelines with the group, the workshop leader solicits input from all staff members for consideration by the workshop groups.
- The summer participants are reminded frequently that they are an *advisory* group and that their ultimate "working paper" will be carefully reviewed by many groups before a final plan for the next year is adopted by the board of education.

We have not yet discussed leadership of the summer workshop group. The primary talents of the leader would be his ability to allow each participant ample opportunity to be heard, to bring the individual members together into a cohesive group, and at the same time to apply constraints as necessary to bring the task to completion within the allotted time.

Our school district is a senior high school district (grades 9-12) with two attendance centers, each enrolling about 2,500 students. Each attendance center is administered by a principal, three assistant principals, and a dozen department chairmen who are heavily involved in administration.

In this district, the leader for the annual report has been the director of instruction for the district, or an assistant high school principal. Aware of the potentially stifling effect with a district administrator or a line adminstrator moderating the group, after four years we consider these the best alternatives. Ameliorating the possible dangers are these factors:

- The director of instruction is a staff administrator, not a line administrator. He is not involved in evaluation or promotion or personnel; consequently he is not a threat to the teachers in the group. We are absolutely certain that the superintendent should not be in this leadership role and we are almost as certain that a building principal should not be so placed.

- The director of instruction and assistant principal are key administrators responsible for monitoring the progress of the plan for improvement throughout the year. As such they can serve as a valuable resource for the workshop group.
- The director of instruction, as a member of the district administrative staff, or the assistant principal, as a member of the school's administrative team, can assist the workshop groups in staying in proximity to "what is attainable."

We believe that citizen representation and participation in the workshop should be similar to that of the staff and students. While we solicit participants from our parent organizations, we think it is important to welcome and accommodate drop-in parents and community members. As with the other groups, we also request pre-workshop input from the citizen/parent groups.

Board of education/school committee members are welcome and occasionally attend the workshop, but like some other interested citizens they find it difficult to sustain attendance four hours a day for two weeks. The knowledge that they "have a crack" at the working paper in the review process (to be dealt with at greater length below) appears to reassure the non-participants and allows the workshop group maximum freedom.

What is done in the workshop? An early step to be taken is to determine a format for the plan for improvement. A rather standardized format is suggested by the components of the planning models. School districts in Illinois several years ago were given a standard format by the state Office of Education. Although we have modified the format for local purposes, it is fairly workable and we share it with the reader.

The entire plan is divided into six categories:

- District Governance, Policy and Procedures
- District Administrative Structure
- District Policy regarding Students Rights and Responsibilities
- Instructional Program
- Support Services
- Staff Development and Inservice Training

The school system will generate as many goals under each category as it feels it can accomplish. Our experience has been to have

one or two goals under each category except Instructional Program where we tend to have 10 to 12.

Under each goal statement should be another statement detailing the need for the goal. This inventory-of-need statement is followed by one or more performance objectives, each detailing what is to be accomplished, by whom, and by what date.

Under each performance objective statement we list "suggested activities," alternatives that may be considered as helpful in the attainment of the objective. Finally, each performance objective is followed by a statement of how the attainment of the objective may be evaluated. The reader will note in the example that follows that our concept of performance objectives emphasizes the "performance" component rather than the purity of measurement and observation.

To illustrate, here is one goal that appears in an earlier *Plan for Improvement*. This particular goal appears under Category 4, Instructional Program.

Goal 5: Equality of Opportunity

To continue the efforts of District 113 to provide equal curricular and extracurricular opportunities for boys and girls.

INVENTORY OF NEED:

While last year increased participation by girls in interscholastic activities was noted, each school needs to assess the degree to which its program responds to changing student interests.

Publication of the HEW Title IX guidelines necessitates a careful study of the curriculum and assignment of facilities in physical education programs.

As opportunities expand because of increased awareness of the women's role in American life, it is incumbent upon the schools to provide appropriate information about those opportunities.

Within the guidelines of Title IX, the option by some students for non-coed activities should be considered in both interscholastic and physical education programs.

PERFORMANCE OBJECTIVE 1:

The interscholastic program should be reviewed annually to determine the degree to which opportunities for girls are equi-

table to the opportunities for boys, provided the demand is comparable.

Suggested Activities:

1. A statistical report indicating the number of girls participating in all sports should be submitted at the end of the school year by the athletic director to the building principal.
2. The assignment of coaches for men's and women's athletics will be based upon establishing non-discriminatory criteria for those positions.
3. Budget designations for interscholastic and intramural positions should be re-evaluated based upon demonstrated need.
4. During the coming year, the athletic directors should work with their coaches to evaluate the interscholastic program of the schools. Special attention should be given to working coaches in the area of coping with criticism, and acceptance of community concern about specific programs.

Evaluation:

Presentation of the reports indicated above will constitute evidence of the degree to which this objective is accomplished.

PERFORMANCE OBJECTIVE 3:

Each school through its counseling/career education services should continue the development of programs that will provide boys and girls with information about educational and career opportunities that exist or that may exist for both sexes.

Suggested Activities:

1. Counseling resource centers should be inventoried to determine if the most recent publications about career possibilities and career potential are available.
2. Mini-courses on women's rights and related issues should be included in whatever publication is appropriate.
3. The Applied Potential program should be assessed for possible inclusion into the all-school counseling program.
4. The need for special meetings and/or counseling services should be explored with the Volunteer Talent Pool Coordina-

tor to determine what role the Volunteer Talent Pool might be able to serve.

5. Graduate follow-up studies conducted within the district will probe the area of career/vocational preparation.

Evaluation:

The chairman of the counseling department and the building career education committee chairman will submit a progress report by January 31 to the building principal indicating progress achieved in satisfying this objective.

The illustrative objectives and suggested activities are somewhat deficient in comparison with the rigorous adherence to certain principles we have been espousing. For example, there are a number of tasks suggested without clear definition of *who* is to carry them out, and in some instances the timetable for the task is fuzzy.

This lack of concreteness suggests that the plan not be so tightly drawn that all involved feel a gun at their backs. The plan is a statement of intentions and it is assumed that all parties will try in good faith to comply with it; but the exigencies of school life suggest that some latitude in compliance must be safeguarded. We shall come back to this topic when we discuss the implementation of the plan.

Review of the Draft Plan

All principals have had experience with position papers and reports that emerge from committee actions; and it appears universally true that an editor's heavy hand (and light touch) is indispensable if the paper is to be intelligible to the intended audience. We suggest that two members of the drafting group (in our situation, the drafting group took two weeks of intensive work to develop a rough working paper) be employed for at least an additional week to take care of this editorial need. The phrasing of the parts can be made parallel in form; sub-parts can be hierarchically arranged, a coherence and fluidity can be attained from the raw substance of the original draft.

Through the remaining weeks of the summer, the plan is submitted to a number of review bodies as a working paper. For this review process to have real meaning, the point must be made that the working paper is just that and can be changed. Let us first list the review bodies and then return to discuss each in turn:

- School site administrators
- Board of education or school committee
- Department chairman
- Faculty
- Student bodies
- Citizen bodies

We have found that our best first step in this review program is the school's (or district's) administrative staff. Bear in mind that the working paper has been put together essentially by six classroom teachers, four to six parents, and four students with one administrator functioning as moderator.

Our experience is that the workshop participants have shown admirable restraint in what might be a "get-the-administration" game. It is necessary, however, for the administrative staff to review the proposed plan for its feasibility. Is the manpower going to be available? Will this objective run counter to others already under way?

As is true throughout this review process, a delicate balance between respecting the drafting group's output and the necessity to make the plan operationally sound must be sought. As mentioned earlier, the drafting group was duly aware that it was an *advisory* group; but, nevertheless, credibility of the group and future participation in such groups demand that its work be treated with considerable respect. In summary, then, the administrative staff members, particularly the building principal, must be able to leave the review sessions with a feeling not only that they can live with the plan, but also that they can support it enthusiastically and give it a vigorous leadership.

The next suggested step in this overview process is with the board of education. Often one or more members would have spent some time in the drafting sessions, but if not, they now have an opportunity to react to the working paper. The board members will find that the workshop group has charged the board with rather specific tasks for the coming year. The discussion of board tasks and activities has done much to provide information and understanding about the role of the board of education in addition to structuring direct dialog by the board with several of its constituencies. For example, under Category 1, School Governance, we included for 1976-77 the following:

Goal 1: Policy Planning

To enable students, parents, and teachers to influence long-range planning which leads to the establishment of District 113 priorities and policies.

INVENTORY OF NEED:

Based upon evaluation by the District Education Association, the student governments, and the PTO, continued efforts to improve communication with the board of education are warranted.

PERFORMANCE OBJECTIVE 1:

During each school year the board of education, together with the district administration, will continue a systematic effort to communicate with the adult community of District 113.

Suggested Activities:

1. Continue the practice of conducting regular board meetings in several elementary districts.
2. Continue the practice of publishing building administrator job descriptions in the PTO newsletters.
3. Attempt to broaden the base for citizen participation on building or district committees.
4. Establish *ad hoc* citizen advisory committees as needed to study major issues facing the district.
5. Continue the practice of maintaining liaison with governmental and community groups that are important to school planning.
6. Consider utilization of the PTO Open House (Night) at school as a promising opportunity for communication among parents, board members, and district administrators.
7. Publicize the results of the North Central Evaluation reports.
8. Continue the practice of departmental curriculum presentations at regular board meetings, publicizing them through all available media.
9. Continue the practice of administering the QUESTA* survey and analyzing its results.

*QUESTA is a student attitude survey instrument.

10. Secure input from the community by May to be considered by the next Plan Committee.

Evaluation:

1. Review the findings of the School/Community section of the 1976 North Central Association self-study.
2. Utilize QUESTA data as appropriate to document attitudinal change.
3. Compare attendance at meetings to that of previous years.
4. Request written feedback from the PTO executive board as to the effectiveness of the suggested activities.

In addition to those specific tasks charged to them, board of education members understandably have an interest in determining that the objectives proposed in the new plan, although generally administrative in nature, square with district policies as established by the board.

Of the remaining review bodies, the department chairmen are the next with whom we conduct an intensive review. These administrator-teachers convene for several days before the other faculty members return in the autumn. It is essential that these leaders be apprised of the contents of the proposed plan, not only because there may be a specific task designated to them and their departments, but also because the building principal relies heavily upon them for execution of building policies. Look at a recent example of each instance.

CATEGORY 4. INSTRUCTIONAL PROGRAM

Goal 6: Alternative Programs

To continue to explore and to experiment with alternative teaching/learning patterns.

PERFORMANCE OBJECTIVE 2:

The bilingual program, initiated in 1974, will continue to receive administrative support and encouragement.

Suggested Activities:

1. The chairman of the foreign language department and the bilingual instructor should seek an opportunity to explain the program at department level meetings.
2. Demographic studies to determine the continuing need for this program will be undertaken by the Highland Park High School foreign language department and by the district director of instruction.
3. The chairman of the Highland Park High School foreign language department will maintain liaison with the state of Illinois bilingual office.
4. Increased involvement of the parent advisory council will will be sought by the school administration.

Evaluation:

Data gathered throughout the year will be used in an end-of-year summary report submitted to the building principal by the chairman of the Highland Park High School foreign language department.

The following is an example of a task assigned to all department heads:

CATEGORY 4. INSTRUCTIONAL PROGRAM

Goal 2: Program Evaluation

To develop a climate which encourages continuing evaluation.

PERFORMANCE OBJECTIVE 2:

An ongoing program of review of departmental instructional programs will be continued within the two attendance centers.

Suggested Activities:

1. The staff of each department and representative students will define a program containing the following elements:
   a. Evaluative instruments which relate to student role in the instructional process;
   b. Student evaluation of course content and instructional procedures;

c. Continuation and expansion of teacher self-evaluation;

d. Teacher evaluation of department goals.

2. The departments will explore ways in which the results of student evaluation of teachers and courses can be utilized for program improvement, with recommendations by May for consideration by the *Plan for Improvement* Committee.

3. Department chairmen will supervise the operation of this review program, supported by the building administration.

Evaluation:

The continued development of a departmental review program will constitute the achievement of this objective.

Although we would encourage intensive review by the faculty, the student body, and the citizens, this process has been less successful than we would like it to be. Doubtlessly, the fact that part of the review process takes place in the summer is one problem. We do meet with standing advisory committees to the superintendent to review the paper. We also place copies of the working paper in the hands of the leadership of other groups, with an open invitation for them to submit their reactions within a reasonable time. Thus we can solicit feedback from the faculty, from the executive boards of our parent organizations, from the executive board of the teachers' organization, and from the leaders of our student governments.

By late summer the review process should be completed and revision of the working paper begun. We confront, however, a hard question at this point: How do we accommodate the various reactions to the paper that have come from the several different review bodies? Several answers come to mind.

- Experienced school administrators will agree that a reactor will rarely work as hard on the paper in question as did the originating drafters. Consequently, much of the early draft will likely remain intact. Alterations will generally speak to form rather than to substance, and the original drafters can tolerate minor changes in their work.
- Inasmuch as each of the review bodies constitutes a fairly well-defined part of the systematic territory, other constituent parts tend to respect this fact. On a policy matter, the reviewers

will allow the board of education's recommendations to have primacy. If the principal says that his clerical budget will not permit an unexpected large drain on this resource, the students, teachers, citizens, and board of education tend to defer to his judgment.

- With the realization that complete compliance with all aspects of this well-intentioned plan is not a life-or-death matter, most parties involved in the review program are comfortable in saying, "Let's leave it in the plan and see how it goes during the year."

At this point revision of the "working paper" begins; the plan takes on a hardened quality, and the next target date is early autumn when the board of education is requested to adopt the plan officially for the school year. Old-fashioned editorial work, cleaning up the language, integrating the parts, and giving the plan an intelligible shape becomes the task.

Informing the Publics

The systematic review process, which includes representatives of all parties in the educational community, is a major step in informing our publics about the plan. Issues that affect the various groups are advanced for discussion.

In addition to the review process, the student newspapers, the district newsletter to citizens, and the local news media are all helpful in providing plan information.

Financing Plan Activities

The workshop activities and first draft of the plan are completed six to eight weeks prior to *adoption* of the budget for the school year. This allows time to consider any suggested activities in the plan that have important dollar costs. However, most of the items in the plan are indirect costs of people's time so it is important in reviewing the draft to make judgments about how realistic it is to complete. Where new dollars are called for, the budget must be revised, or contingency amounts approved, or the item held over to the succeeding year.

Action on the Plan

The action called for by the plan can be coordinated through the district office or by the principal's office in an individual building.

It is imperative that follow-up of the plan be an agenda item at regularly scheduled administrative meetings. In District 113 this occurs at least on a monthly basis, and the principals exercise leadership in the buildings during the interim.

In addition to the reports generated to meet the objectives in the plan, District 113 has found it useful to prepare a mid-year report for the board of education. This report recaps activities of the first semester and sets forth any changes in objectives or timetable that are required. The summary statements from the February 1976 report are:

1. Our administrative review revealed that the system is quite on target in implementing the many suggested activities. Of the 150 activities, no more than a dozen could be characterized as behind schedule, or not warranting some action to this date.
2. Board of education members should be informed that tasks charged to them in the *Plan*, such as meeting with the students in each attendance center, and conducting regular board meetings in CIC* district locations, are all on schedule.
3. Some major tasks in the *Plan* have been literally completed, but circumstances have brought forth a need for a major effort not envisioned when the *Plan* was written. For example, the *Plan* called for the formation of two major district-wide committees to develop a plan for awarding credit and a plan regarding weighting of grades.

   Committees were formed, met diligently, and duly brought forth recommendations to the system. These recommendations received such a mixed reaction when reviewed by elements within the system that the administration felt compelled to set up a super committee to deal with these issues and with others later seen to be directly related.
4. A few major tasks will doubtlessly require a stretching of the proposed time line. An example would be the work of the Supervisory and Evaluation Committee. This committee also met diligently and produced a personnel supervision and

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evaluation position paper on schedule. The paper is currently under review by a number of relevant bodies within the district; it is anticipated that staff reaction to the changes from custom that are imbedded in this paper will preclude the expected closure date of March.

5. Lest this mid-year report appear too self-congratulatory, I should list some activities which have not occurred, and may not occur.

   5.1 Meetings of students and District 113 legal counsel, to discuss student rights and responsibilities, have not been held.

   5.2 In several instances the *Plan* called for broad community surveys, but we settled for more informal group discussions.

   5.3 A follow-up study of graduates is currently in a hold position.

   5.4 An attempt to elicit "increased involvement of the parent advisory council" for the bilingual program has thus far been unsuccessful.

As stated earlier in this monograph, the dates suggested in the plan are treated seriously, but all parties involved understand the need for flexibility in a dynamic school situation. Suggestions for changes in dates or priorities are centered in the principal's office, and he decides when such changes should be made.

Feedback and Needs Assessment

As noted on the mission profile, the concluding activity of each year is feedback and needs assessment on the stated objectives. The information is given to the chairman of the succeeding summer's workshop. This review process occurs during the late spring, and is illustrated below by selected items from the 1976-77 Plan. Items begun in one year may be refined and continued in a succeeding year.

Goal 3: Career Education

To develop appropriate career education programs in District 113.

INVENTORY OF NEED:

One and five-year plans for vocational education are required by the Division of Vocational and Technical Education for reimbursement programs.

Completion of the Lake County Area Vocational Center, scheduled to become operational in September 1977, required that an informational program about the facility and its programs be developed.

For optimal benefit the students must be assisted in an early identification of career interests (not specific occupational choices).

PERFORMANCE OBJECTIVE 1:

During 1976-77, the chairman of the applied arts departments will develop plans to maximize utilization of the Lake County Area Vocational Center, scheduled to open in 1977.

Suggested Activities:

1. Applied arts departments will review their curricula, particularly advanced course offerings, in the light of the curriculum available at LCAVC.
2. District 113 personnel will continue to serve on LCAVC committees.
3. A variety of means to inform students about the potential of LCAVC, including bulletins, field trips, counselor visitation, will be employed by the applied arts chairmen.

Evaluation:

Annual reports of the applied arts chairmen will serve as evidence of the degree to which this objective has been met.

Goal 6: Alternative Educational Structures

To continue to explore and to experiment with alternative educational structures.

INVENTORY OF NEED:

To the extent that any student evidences dissatisfaction with the institutional environment—the extent of that dissatisfaction to be documented through examination of drop out records, disciplinary referrals, vandalism, and class cutting—a search for alternatives of the traditional educational structure is warranted.

Student response to such activities as Focus on the Arts, Expand '76, and Metamorphosis evidences a need for the introduction of educational experiences other than those generally offered in the traditional school setting.

PERFORMANCE OBJECTIVE 1:

During 1976-77 the district administration will review the operation of the present Night School for Credit Program.

Suggested Activities:

1. Enrollment statistics for both semesters should be examined as they relate to course offerings.
2. A needs study for the 1977-78 school year would serve as a basis for budget and curriculum decision making for that school year.

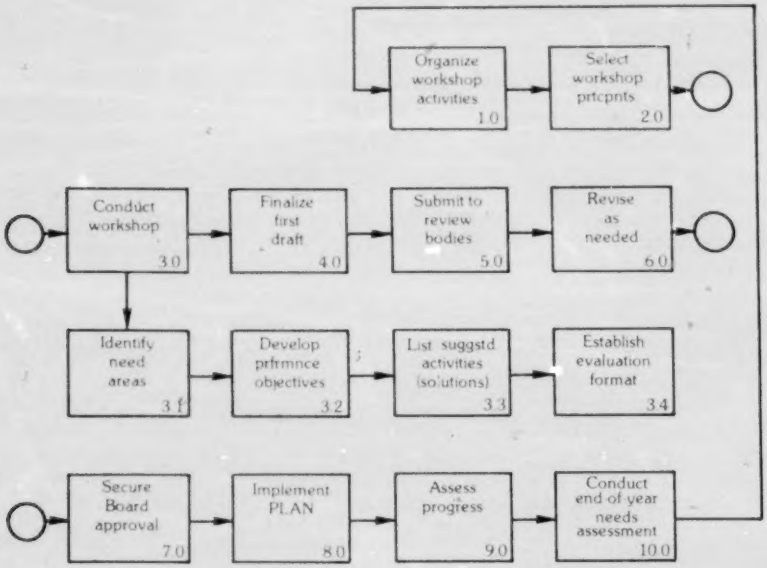
Evaluation:

Submission of budgetary requests for 1977-78 by May 1, 1977 and an end-of-year report for 1976-77 will constitute evidence of achievement of this objective.

With the completion of the feedback and needs assessment activities, the information is assembled to allow the next workshop group to review and draft a plan for the following year. With the cycle for a year completed, the participants can look with satisfaction at the activities conducted and their effect upon the schools.

The flow chart on page 24 graphically illustrates the process used to develop and implement the *Plan for Improvement*. In addition to the mission profile, a brief function analysis of step 3.0 has been provided in order to clarify further the sequence of steps taken to develop the working paper. Other function analyses could have been provided; each district, or school, however, will doubtlessly have its own way of completing each step. Finally, it should be noted that step 10.0 does not terminate the process but serves to start it anew the following year.

MISSION PROFILE FOR PLAN FOR IMPROVEMENT


Organize workshop activities 1.0
Select workshop prtcpnts 2.0
Conduct workshop 3.0
Finalize first draft 4.0
Submit to review bodies 5.0
Revise as needed 6.0
Identify need areas 3.1
Develop prfrmnce objectives 3.2
List suggstd activities (solutions) 3.3
Establish evaluation format 3.4
Secure Board approval 7.0
Implement PLAN 8.0
Assess progress 9.0
Conduct end-of-year needs assessment 10.0

Part II
District 113
Plan for Improvement
1976-77 School Year

CATEGORY 1. DISTRICT GOVERNANCE POLICY AND PROCEDURES

Goal 1: Policy Planning

To enable students, parents, and teachers to influence long-range planning which leads to the establishment of District 113 priorities and policies.

INVENTORY OF NEED:

Based upon evaluation by the District Education Association, the student governments, and the PTO, continued efforts to improve communication with the board of education are warranted.

PERFORMANCE OBJECTIVE 1:

During each school year the board of education, together with the district administration, will continue a systematic effort to communicate with the adult community of District 113.

Suggested Activities:

1. Continue the practice of conducting a regular board meeting in several elementary districts.
2. Continue the practice of publishing building administrator job descriptions in the PTO newsletters.
3. Attempt to broaden the base for citizen participation on building or district committees.
4. Establish *ad hoc* citizen advisory committees, as needed, to study major issues facing the district.

5. Continue the practice of maintaining liaison with governmental and community groups that are important to school planning.
6. Consider utilization of the PTO Open House or Night at School as a promising opportunity for communication among parents, board members, and district administrators.
7. Publicize the results of the North Central Evaluation reports.
8. Continue the practice of departmental curriculum presentations at regular board meetings, publicizing them through all available media.
9. Continue the practice of administering the QUESTA survey and analyzing its results. (QUESTA is a student attitude survey instrument.)
10. Secure input from the community by May 1977 to be considered by the next Plan Committee.

Evaluation:

1. Review the findings of the School/Community section of the 1976 North Central Association self-study.
2. Utilize *QUESTA* data, as appropriate, to document attitudinal change.
3. Compare attendance at meetings to that of previous years.
4. Request written feedback from the PTO Executive Board as to the effectiveness of the suggested activities.

PERFORMANCE OBJECTIVE 2:

To provide students in both attendance centers with opportunities to express their opinions and concerns about District 113 priorities and/or policies.

Suggested Activities:

1. Continue to hold a "Meet the Board" session in each building to open dialog between students and board members.
2. Publicize meetings of the District Student Advisory Committee in order to solicit ideas for agenda items and encourage representatives to share feedback from meetings with the student body.

3. Encourage student publications to focus attention on district governance as it affects the student body, including board packet information regarding enrollment trends, cost information, and policy proposals.
4. Invite district administrators to meet, at least once a year, with student government representatives in each building.
5. Secure student input from student governments for consideration by the Plan Committee by February 1977.
6. Post minutes of DSAC meetings in at least two prominent locations in the building.

Evaluation:

1. Analysis of comparative *QUESTA* data.
2. Student board members and the leadership of the student governments will submit to the superintendent feedback concerning the effectiveness of the suggested activities undertaken by February 1977.

Goal 2: Fiscal Accountability

The board and administration will further develop and maintain processes of fiscal accountability.

INVENTORY OF NEED:

Continued financial and budgetary restrictions, such as those implemented in 1975-76, necessitate a careful study of demands for new services as well as a careful assessment of the effect of reducing existing services and programs.

PERFORMANCE OBJECTIVE 1:

During each school year district and building administrators, including department charimen, will present plans, in conjunction with the director of fiscal affairs, to achieve optimal use of resources allocated to the district.

Suggested Activities:

1. Administrators at all levels should continue to state their program objectives based upon needs and to seek resources within the fiscal capabilities of the district.

2. Administrators at all levels should continue to project the programatic effects of reduced staffing and/or other financial reductions.
3. A balanced concern for qualitative as well as quantitative assessment of problems and their solutions should be exercised. For example, authorization for funding or for curtailing a program should consider the kinds as well as the number of students affected.
4. Together with the director of fiscal affairs, administrators at all levels should relate dollars spent to program outcomes to assure fiscal accountability.

Evaluation:

1. New course proposals should continue to reflect concern for costs and include statements of outcomes to be derived from expenditures.
2. Periodic reports from all administrators should continue to detail the progress toward or realization of expected outcomes.

PERFORMANCE OBJECTIVE 2:

During 1976-77 district and building administrators will continue to refine five-year plans used as guidelines for financial and staff planning.

Evaluation:

The achievement of this objective will be evidenced by the development and use of the documents cited above, by the content and results of administrative recommendations, and by the use of planning tools by all administrators.

CATEGORY 2. DISTRICT ADMINISTRATIVE STRUCTURE AND PRACTICE

Goal 1: Interpersonal Relationships

To develop and maintain positive administrator, staff, and student interrelationships.

INVENTORY OF NEED:

Students, staff, and administrators still perceive a need to improve communications within the district on many levels. Although job descriptions of building level administrators have been distributed for the past three years, the annual distribution of administrative and supervisory tasks and the changing nature of our faculty and student population suggest the dissemination of job descriptions as an annual need.

District level administrators should continue the practice of being available to staff and students. Interaction among administrators, staff, and students has generated a general feeling of trust which has existed in the district. This trust factor has been accomplished by developing procedures. When those procedures are not followed, feelings of mistrust and suspicion arise, eroding the existing levels of trust.

PERFORMANCE OBJECTIVE 1:

During the opening of each school year, the building principal will announce administrative responsibilities and will disseminate clarifying information to the faculty and student body.

Suggested Activities:

1. A detailed job description for each building administrative position will be written and a copy distributed to each department, homeroom, and student government organization.
2. Upon request, administrators will meet with departments and student governments for purpose of further role clarification.
3. All building administrators will initiate or continue the practice of introducing themselves to all freshmen through the Freshmen Orientation Program.

Evaluation:

Annual District Education Association and student government reports, due May 1977, will report the extent to which the activities are carried out.

PERFORMANCE OBJECTIVE 2:

During each school year the district administration will continue to provide staff members with sufficient information about proposed priorities and/or policies.

Suggested Activities:

1. Convene necessary faculty meetings and seminars.
2. Continue to use District Advisory Committee and other District Education Association committees as the primary means for involving staff in the decision-making process.
3. Post minutes of all significant meetings, including district administrative and department chairmen meetings, in appropriate places.
4. Periodically, throughout the year, encourage the staff to offer suggestions to be considered by the next Plan Committee.

Evaluation:

The District Education Association will provide feedback or the suggested activities by May 1977.

PERFORMANCE OBJECTIVE 3:

During the school year the district administrators will be present in the high school buildings periodically for the purpose of developing better understandings of the faculty's ideas about curriculum matters and working conditions.

Suggested Activities:

1. The superintendent or his representative will continue to respond to requests to attend department and faculty meetings and staff seminars.
2. The superintendent or his representative will visit classes and meet with staff members of those departments scheduled for meetings with the board during the school year.

Evaluation:

The annual reports of the building level or district level administrators will reflect the degree to which the suggested activities were achieved.

PERFORMANCE OBJECTIVE 4:

During each school year the district and building level administrators will be receptive, whenever possible, to invitations from student organizations for purposes of understanding student perceptions of school and district concerns.

Suggested Activities:

1. Invitations to faculty and administrators, and the resultant meetings, are to be coordinated by the student government or other student organizations in the building.
2. Early in the school year, a "Meet the Administration" session should be conducted by the student government in each school for the purpose of opening dialog between students and district/building level administrators.

Evaluation:

The student government will assess in writing the degree to which this objective has been met by February 1977 by reporting to the superintendent the number and content of meetings held and by reporting any issues remaining.

CATEGORY 3. DISTRICT POLICY REGARDING STUDENT RIGHTS AND RESPONSIBILITIES

Goal 1: Rights and Responsibilities

To help all students become more aware of their rights and corresponding responsibilities as students and citizens.

INVENTORY OF NEED:

Students are generally unaware of their rights and responsibilities as they relate to existing federal and state constitutions; national, state, and local statutes; and district/building policies. Concurrently, students need to understand the responsibilities attendant to those rights.

A substantial body of data in the *QUESTA* studies indicates that student and staff perceptions of the need for, and the enforcement of, many existing rules differ significantly.

There is a need for all school system members, adult and youth, to view this goal as extending beyond the on-campus

conduct of students to the larger community area wherein these students act as citizens.

PERFORMANCE OBJECTIVE 1:

Student organizations, faculty, and administrators will share the responsibility for planning a comprehensive program for the development and dissemination of information related to constitutional provisions, statutes, and district/building policies.

Suggested Activities:

1. Information on student rights and corresponding responsibilities will be distributed to all students as a part of the Student Handbook.
2. Administrative effort will be made to inform students of their rights and corresponding responsibilities through orientation and homeroom programs as well as through other communication systems.
3. Department chairmen and classroom teachers will apprise themselves of student rights and corresponding responsibilities and set a classroom tone which reflects those understandings.
4. As appropriate, in curricular offerings, teachers are encouraged to include discussion and evaluation of student/citizen rights and responsibilities.
5. Student governments, school papers, and other student groups will be encouraged to develop appropriate peer-to-peer communications related to student/citizen rights and responsibilities.
6. Student governments will encourage the invitation of speakers to present their views on social, political, educational, economic, and other issues.

Evaluation:

The record of activities generated to create greater awareness and a comparative analysis of *QUESTA* data will serve as evidence of the degree to which the objective has been achieved.

CATEGORY 4. INSTRUCTIONAL PROGRAM

Goal 1: Program Sequence

To maintain continuity and sequence in a student's educational experiences as provided by the elementary and high school districts.

INVENTORY OF NEED:

For a smooth and effective transition of students from junior to senior high schools, data related to academic achievement and social adjustment are needed in order to provide the most appropriate program and learning environment for each student.

Concerns have been expressed by some senior high school departments about proficiency levels of incoming freshmen in basic subject areas.

Some parental concerns about the inadequacy of curricular information and the processes used when registering students for the ninth grade have been expressed.

PERFORMANCE OBJECTIVE 1:

Cooperative instructional and guidance programs with elementary districts are to be continued.

Suggested Activities:

1. District 113 will continue to support CIC* activities by assigning personnel to authorize task forces and curriculum committees by contributing its fair share of funds to support articulated programs and by providing released time for its personnel involved in the CIC projects.

2. Task forces scheduled to meet in 1976-77 (English, science, social studies, and mathematics) will be asked to address current emerging issues in their subject areas.

3. Analyses of metropolitan achievement scores and sequential Tests of Educational Progress scores to determine areas of critical weaknesses should be conducted, with the results communicated to the underlying elementary districts.

*Committee for Interdistrict Cooperation

4. Subject area CIC committees, particularly in English and social studies, should continue to refine the process of measuring competency skills to be achieved prior to eighth grade graduation.
5. The CIC executive board should be requested to review the procedures used and the information supplied in the registration of ninth grade students with recommendations for necessary change in the registration of the Class of 1981.

Evaluation:

Completion of the analyses, determination of competencies, and the response of the executive board will evidence achievement of this objective.

Goal 2: Program Evaluation

To develop a climate which encourages continuing evaluation of programs and students.

INVENTORY OF NEED:

School personnel and their communities are increasingly questioning the effectiveness of the school program, particularly in relation to student achievement.

In recognition of the need to account to the district's constituents in an objective fashion, all the various evidentiary data relating to student achievement must be brought together in reportable form.

Because the content of a student's permanent record has significance far beyond a four-year period, the student performance record should be examined as well as the evaluative techniques employed in deriving a course grade.

PERFORMANCE OBJECTIVE 1:

To prepare and disseminate an Educational Assessment Report for District 113.

Suggested Activity:

For submission to the superintendent prior to January 1, 1977, the Educational Assessment Report for District 113 will be updated. Included are achievement test results from internal and

external testing programs, attitudinal profiles of students and staff, and a graduate follow-up report.

Evaluation:

Submission of the report by the promised date will constitute achievement of this objective.

PERFORMANCE OBJECTIVE 2:

An on-going program of review of departmental instructional programs will be continued within the district.

Suggested Activities:

1. Evaluative instruments, including opportunities for subjective comment, to secure student feedback about course content will continue to be administered and the results analyzed by each department.
2. The practice of a rotating schedule in which each pair of collegial department heads meet with the board of education every other year should be continued.
3. Recommendations of the North Central Evaluation team will be reviewed carefully and changes, if appropriate and economically feasible, will be implemented.
4. Building administration and departments should continue to re-order their priorities based upon the relationship of time committed and the number of students served.

Evaluation:

The annual reports written by all administrators would include comments about the review processes related to the instructional program.

PERFORMANCE OBJECTIVE 3:

To review the methods used to evaluate students in terms of academic achievement and personal qualities.

Suggested Activities:

1. A representative committee from the Deerfield and Highland Park high schools and parents should be formed to assess the practice of including the Student Performance Records on the

permanent record, reporting its recommendations by December 1, 1976.

2. Each department chairman will initiate a department level discussion of grading practices and evaluative techniques appropriate to that discipline, the discussion to occur early in the school year with a summary of the discussion included in his regularly scheduled report to the building principal.

3. Each teacher will be encouraged to inform students in writing how grades will be derived much in the same manner as grade reduction for unexcused absence is presented.

Evaluation:

The reports cited above and written handouts given to students will provide evidence of the degree to which the objective has been achieved.

Goal 3: Career Education

To develop appropriate career education programs in District 113.

INVENTORY OF NEED:

One and five year plans for vocational education are required by the Division of Vocational and Technical Education for reimbursement programs.

Completion of the Lake County Area Vocational Center, scheduled to become operational in September 1977, requires that an informational program about the facility and its programs be developed.

For optimal benefit the students must be assisted in an early identification of career interests (not specific occupational choices).

PERFORMANCE OBJECTIVE 1:

During 1976-77, the chairmen of the applied arts departments will develop plans to maximize utilization of the Lake County Area Vocational Center, scheduled to open in 1977.

Suggested Activities

1. Applied Arts departments will review their curriculum, particularly advanced course offerings, in the light of the curriculum available at LCAVC.
2. District 113 personnel will continue to serve on LCAVC committees.
3. A variety of means to inform students about the potential of LCAVC, including bulletins, field trips, and counselor visitation will be employed by the applied arts chairmen.

Evaluation:

Annual reports of the applied arts chairmen will serve as evidence of the degree to which this objective has been met.

PERFORMANCE OBJECTIVE 2:

During 1976-77 each school will re-examine the Career Education Workshop Report of 1974 to determine the degree to which those recommendations have been accomplished.

Suggested Activities:

Each department will review the role of the teacher/counselor and the department as designated in the report. The chairmen will report to the principal in writing the results of their reviews.

Evaluation:

Submission of the report will constitute achievement of the objective.

PERFORMANCE OBJECTIVE 3:

Each school through its counseling services should continue the development of programs that will provide all students with information about career opportunities that exist or may exist for both sexes.

Suggested Activities:

1. Using the results of last year's survey as a base document, counseling resource centers should be again inventoried to determine if the most recent publications about careers are available.

2. Utilization of the Volunteer Talent Pool in respect to career education should be continued and, where feasible, extended.

Evaluation:

The annual report of the department chairman will reflect the degree to which the objective has been achieved.

Goal 4: Articulation

To provide means for intra-district articulation and understanding for improved student learning.

INVENTORY OF NEED:

Inadequate and limited efforts to achieve articulation and understanding between schools have tended to place those schools and their departments in adversarial positions, thus restricting opportunities of students and staff for easy exchange between attendance centers.

PERFORMANCE OBJECTIVE 1:

During 1976-77 each school will develop programs or proposals which will reflect intra-district cooperation.

Suggested Activities:

1. New course proposals for 1977-78 will be planned with reference to their intra-district potential.
2. An identification of student needs, through departmental review, will be made to determine those areas which might be enhanced by interdisciplinary cooperation.
3. During 1976-77 departments will devote at least one of their inservice sessions to an intra-district meeting to share program development ideas and concerns.
4. In developing and staffing curriculum workshops, an effort should be made to include one colleague from the opposite school to share in the deliberations of that group.

Evaluation:

Reports of the department chairmen and ultimate authorization of new courses and workshops will reflect the degree to which this objective is attained.

PERFORMANCE OBJECTIVE 2:

During 1976-77, prior to spring registration, the schools will develop a plan which facilitates exchange of students and staff between attendance centers, including LCAVC.

Suggested Activity:

Administrative staff of both buildings will jointly consider institutional constraints, such as scheduling patterns, that tend to counter an exchange program.

Evaluation:

The record of building deliberation and changes instituted will constitute evidence that the objective has been attained.

Goal 5: Extracurricular Program

To continue the efforts of this district to provide equal opportunities for students in extracurricular activities.

INVENTORY OF NEED:

Each school needs to assess the degree to which its program responds to student interest as well as the degree to which it responds to federal guidelines.

Faced with continued financial constraints and staff cutbacks, a careful assessment of any proposed reduction needs to occur in order to ensure an equitable distribution of available staff and dollar resources.

Declining student participation and interest in some extracurricular activities indicates a need to examine the reason for the decline.

PERFORMANCE OBJECTIVE 1:

The extracurricular program should be revised annually to determine the degree to which the extracurricular opportunities for all students are equitably staffed and financed.

Suggested Activities:

1. A statistical report indicating the number of students participating in all activities should be submitted at the end of the school year by designated administrator(s) in each building.

2. The assignment of sponsors for all activities will be based upon established non-discriminatory criteria for those positions.
3. An inventory of the skills and experience of the current staff in supervising and coaching extracurricular activities will be conducted. Staff involvement and commitment to these programs will be re-evaluated.
4. Budget designations for extracurricular activities, including staff stipends, should be re-evaluated based upon demonstrated needs.
5. The athletic directors will continue to try to ensure that their schedules for practice areas and practice time will provide equitable treatment to all squads.

Evaluation:

Presentation of the reports, job descriptions, and facility schedules will reflect the degree to which this objective is accomplished.

PERFORMANCE OBJECTIVE 2:

To consider expanding the evaluation of extracurricular programs by including appropriate student feedback.

Suggested Activity:

Sponsors and coaches will consider the development and use of appropriate student evaluation instruments as a part of program evaluation.

Evaluation:

The athletic director and responsible administrator will comment on this review in their annual report.

Goal 6: Alternative Educational Structures

To continue to explore and to experiment with alternative educational structures.

INVENTORY OF NEED:

To the extent that any student evidences dissatisfaction with the institutional environment—the extent of that dissatisfaction to be documented through examination of drop out records,

disciplinary referrals, vandalism, and class cutting—a search for alternatives of the traditional educational structure is warranted.

Student response to such activities as Focus on the Arts, Expand '76, and Metamorphosis evidences a need for the introduction of educational experiences other than those generally offered in the traditional school setting.

PERFORMANCE OBJECTIVE 1:

During 1976-77 the district administration will review the operation of the present Night School for Credit Program.

Suggested Activities:

1. Enrollment statistics for both semesters should be examined as they relate to course offerings.
2. A needs study for the 1977-78 school year would serve as a basis for budget and curriculum decision making for that school year.

Evaluation:

Submission of budgetary requests for 1977-78 by May 1, 1977 and an end-of-year report for 1977-78 will constitute evidence of achievement of this objective.

PERFORMANCE OBJECTIVE 2:

A study of the North Central Association self-study and final report will be undertaken by each building.

Suggested Activities:

1. Each department will assess report recommendations regarding alternative educational structures and, to the degree feasible, develop plans to respond to those recommendations.
2. Building administrators will review all school recommendations regarding alternative educational structures and, to the degree feasible, develop plans to respond to those recommendations.

Evaluation:

The annual report of each building will reflect the degree to which this objective was achieved.

PERFORMANCE OBJECTIVE 3:

Each school will continue to develop plans for educational experiences other than those available in the curricular and extra-curricular modes.

Suggested Activities:

1. A representative group of staff and students in each building will develop proposals for the school year 1977-78, using the Expand and Metamorphosis models as starting points.
2. Individual departments should review the potential for a mini-experience within that discipline, such as focus on foreign language, art fairs, fashion shows, career days, film festivals, etc., drawing upon the Volunteer Talent Pool for assistance.
3. Non-credit mini-courses might be piloted by Highland Park High School as a result of the senior year study made in 1975-76.
4. Student opportunity to enroll in enrichment activities of the adult evening school should be published through official school communication channels and by the student newspapers.

Evaluation:

Proposals developed by the committees as well as activities undertaken during 1976-77 will evidence achievement of this objective.

Goal 7: Development of Meaningful Relationships

To continue to seek means through which meaningful relationships between students, between teachers and students, and between administrators and students may be fostered.

INVENTORY OF NEED:

Because the *QUESTA* data derived in 1976 (80 percent of the students surveyed reported teacher/student relationships to be "good" and "fairly good") demonstrates the classroom to be the single best place where meaningful relationships are fostered, staff allocation, class size, and pupil enrollment must be carefully

studied in light of this year's and projected future reductions so that these relationships may not be impaired.

Because the *QUESTA* data derived in 1976 shows a gap in role understanding between school leadership (both administrators and student office holders) and students, a need exists to develop better communications to improve understanding.

Results of the 1976 *QUESTA* survey indicate a need for values education.

PERFORMANCE OBJECTIVE 1:

The board of education and administration will encourage the enhancement of meaningful relationships by their consideration of class size, staff-student ratio, and instructional and activity programs.

Suggested Activities:

1. The district will continue to review class size and class size ratios, semester by semester, including an analysis of class size and class size ratio by departments.
2. Within the prescribed limits of overall student-teacher ratios, the principal and department heads should review class size consideration in terms of varying sizes for classes at different levels and different types of courses.

Evaluation:

A review of class size will reflect achievement of this objective.

PERFORMANCE OBJECTIVE 2:

Administrators and elected student leaders will seek means by which they can interact with the student body in an effort to increase the level of understanding between the student body and its leadership.

Suggested Activities:

1. Student government leaders should seek ways to improve communication with their constituents.
2. Building administrators should seek ways to communicate informally with various groups of students.

Evaluation:

Comparison of *QUESTA* data derived in 1977 with that recorded in 1976 will reflect the degree that this objective is achieved.

PERFORMANCE OBJECTIVE 3:

By the end of the school year 1976-77, each school will consider the implications of integrating value education into the school's total educational program.

Suggested Activities:

1. IMC* personnel will be asked to prepare a bibliography of immediately available materials related to values education.
2. Each department will study the ways in which values education might be incorporated into its curriculum.
3. Consider a general faculty meeting to introduce the topic and give direction to the staff.
4. Consideration should be given to funding a district workshop on values education for summer 1977.

Evaluation:

Building administrators should record progress toward achieving this objective in their annual reports.

PERFORMANCE OBJECTIVE 4:

During 1976-77 the administration and the department chairmen will support programs to increase interaction between classroom teachers and counseling personnel.

Suggested Activities:

1. Continue the practice of assigning counseling personnel to departments to serve as liaison agents.
2. Invite classroom teachers to participate in staffing sessions when particular students are to be reviewed.

*Instructional Materials Center

Evaluation:

Building administrators, including appropriate department chairmen, will comment in their annual report on the attainment of this objective.

Goal 8: Graduation Requirements

To determine those requirements necessary to certify that a high school graduate is prepared for responsible adulthood.

INVENTORY OF NEED:

While recognizing individual differences, the Plan for Improvement committee agrees that graduating from high school and reaching the age of majority (18) are complementary attainments.

The committee agrees with the National Association of Secondary School Principals that "a diploma signifies that the student is sufficiently prepared to assume the responsibilities of adulthood," and that schools need to review diploma requirements in that context.

The 1975 Plan for Improvement called for the first steps in clarifying basic competencies in math and English. With this accomplished, the plan committee perceives the need for continued study of the overall graduation requirements in District 113.

PERFORMANCE OBJECTIVE 1:

The district should define minimum competency levels in the areas of reading, writing, and computation.

Suggested Activities:

1. The English departments will by June 1977 have jointly agreed upon defined minimum competency requirements, expressed in measurable terms, for the areas of reading and writing.
2. The mathematics departments will by June 1977 have jointly agreed upon defined minimum competency requirements, expressed in measurable terms, for computation.
3. These departments should by June 1977 recommend to the district the manner by which these competencies are to be verified.

4. The department chairmen in each building will assess the educational implications of minimum competency testing and report their conclusions to the superintendent.

Evaluation:

Submission of the defined competencies and the recommendation to the superintendent's office by June 1977 will constitute achievement of this objective.

PERFORMANCE OBJECTIVE 2:

The district should review the current requirements for graduation, with recommendations due by December 1977.

Suggested Activity:

A district-wide committee of students, parents, and staff formed during the second semester of 1976-77 should consider minimum credit requirements, the number and types of mandated courses, any findings contained in the North Central Association self-study or final report, and the recommendation of the senior year committee reports from both buildings.

Evaluation:

Organization of the committee, its minutes, and a report to the superintendent will serve as evidence of the degree to which this objective has been achieved.

CATEGORY 5.
SUPPORT SERVICES (SCHOOL FOOD SERVICE)

Goal 1: Cafeteria Standards

To provide and maintain a cafeteria operation which is responsive to the student palate and in which students assume responsibility for reasonable standards of cleanliness.

INVENTORY OF NEED:

While students have responded positively to the short order concept and the vendor has provided menu items which respond to the student palate, continued review of the operation is necessary in order to be responsive to consumer demand.

Evaluative comment from teacher supervisors and building administrators points to the need to develop improved standards of student behavior and cleanliness in the cafeteria.

PERFORMANCE OBJECTIVE 1:

During 1976-77 a cafeteria committee in each building will continue to meet monthly with a representative of the Canteen Corporation for the purpose of assuring the maintenance and/or improvement of food services and for improving the overall standards of cleanliness and supervision.

Suggested Activities:

1. The student government in each building will develop ways to publicize the need for students to maintain cafeteria cleanliness.
2. Student newspapers and organizational posters will promote cafeteria cleanliness.
3. Administrators will provide inservice training for faculty supervisors.
4. Appropriate disciplinary measures to ensure that those students who do not respect the rights of others will modify their behavior should be developed by the committee in cooperation with the responsible assistant principal or a designate.

Evaluation:

The records of the meetings held, the subjective evaluation of the student government and teacher supervisors, and the appraisal by the committee itself will provide evidence of the degree to which the objective was accomplished.

CATEGORY 6. STAFF DEVELOPMENT AND INSERVICE TRAINING

Goal 1: Legislative Information

To continue to provide the staff with information about school law and school legislation, including district finance.

INVENTORY OF NEED:

Continued change suggests the need for an on-going information program.

PERFORMANCE OBJECTIVE 1:

To provide the means for informing the faculty regarding legislation affecting the educational program of District 113.

Suggested Activities:

1. A scheduled faculty meeting in each high school will be arranged by the building principals in conjunction with the superintendent's office to update staff on legislative, legal, and financial developments.
2. The district will continue to apprise the staff of developments in the 1977 session of the General Assembly and the courts.
3. The CIC (Committee for Interdistrict Cooperation) Institute committee should be asked to include a workshop on school law, particularly liability, which affects the day-to-day classroom operation.

Evaluation:

Evidence of the achievement of this objective will be the record of meetings held and bulletins published.

Goal 2: Professional Development

To continue to develop the professional competencies of all district personnel.

INVENTORY OF NEED:

As in other professions, many theories, practices, methods, and skills become outmoded and must be discarded or reconstructed in the light of new research.

Staff reaction to a proposed change in supervisory practice indicated a need for greater staff study and involvement in developing changes responsive to current economic and staffing constraints.

Expressed student concern about staff response to student evaluation, both the development of instruments and their ad-

ministration, necessitates consideration of ways these data can be fully utilized.

Staff concern about administrative posture when parent groups present complaints alleging unprofessional practices by a staff member merits review of procedures for handling such allegations.

PERFORMANCE OBJECTIVE 1:

To provide a plan for supervision and evaluation which will enhance professional competencies.

Suggested Activities:

1. Each department will address itself to the question of supervision, proposing recommendations for any procedural change to the building principal by March 31, 1977.
2. Each department will review the role and effectivemess of student participation in staff evaluation through the instruments developed during the past two years, reporting its findings and any change made to the building principal by November 30, 1976.
3. Each supervisor will develop an evaluation instrument designed to secure response from his supervisors.
4. District administration will establish a procedure to handle parental input into staff evaluation as it occurs.

Evaluation:

Reports, instruments, and procedures developed as a result of the suggested activities will indicate the degree to which the objective was achieved.

PERFORMANCE OBJECTIVE 2:

Department and/or all-school inservice days will be used to develop staff competencies and curricular programs.

Suggested Activities:

1. One inter-school departmental meeting will be held to consider such topics as staff supervision, values education, minimum competencies, career education, or such other departmental considerations as included in this document.

2. One meeting should be used to review the results of the North Central Association evaluation team report.
3. Curriculum development within and between grade levels should be considered as an ongoing inservice task.

Evaluation:

The principal's office in each school will evaluate the effectiveness of inservice programs in 1976-77, using the criteria developed in the previous year: (1) productive utilization of the time expended; (2) impact upon the departmental instruction programs; and (3) impact upon the total school program.

PERFORMANCE OBJECTIVE 3:

District 113 is committed to the continuance of funded curriculum and/or other types of workshops within the limits imposed by budgetary restraints.

Suggested Activities:

1. Maintain or improve the present supervisory calendar of early approval notification.
2. Study the feasibility of allocations or commitments for a succeeding calendar year.
3. Continue the practice of giving priority to district workshops, new course adoptions, and to proposals involving both buildings.

Evaluation:

The district supervisory calendar, the memoranda of approval, and the content of the workshop will evidence implementation of this objective.